Policy:	*Behaviour Policy*
Applies to:	*King's High School Staff and Students*
Authors:	*Deputy Head Pastoral*
Approved	*King's Committee, Autumn 2021*
Reviewed:	*1 July 2019; 1 July 2020, 1 August 2021, 22 February 2022*
Signed:	*S Watson, Deputy Head*

King's High School

Behaviour Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management

- Define what we consider to be unacceptable behaviour, including bullying

- Outline how students are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- Outline our system of rewards and sanction

Legislation and statutory requirements

This policy follows the guidance set out by the Department for Education on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) code of practice and the Education (Independent School Standards) Regulations 2014, which outlines an independent school's duty to safeguard and promote the welfare of its students.

It should be read in conjunction with the Antibullying Policy, Expulsion, Removal and Review Policy, Policy for the use of Force to Restrain and Control, Searching and Confiscation Policy, Supervision Policy, Acceptable Use of ICT Policy and the Child Protection and Safeguarding Policy.

Our approach

The aims of our school are clear that we wish both the individual and the community to thrive, and they tell us a great deal about the kind of behaviour we need from every member of the school if they are to be fulfilled.

We believe we should show respect, kindness and consideration for others; we should cooperate and work together harmoniously, we should be thoughtful, responsible, helpful and appreciative in all we do.

How students in the school community are expected to behave:

Student Code of Behaviour

We should:
- Consider the implications and effect of the way we act.
- Speak courteously and calmly to others, especially when we are feeling angry or upset.
- Listen attentively to others and not talk when they are.
- Speak well of others and not participate in gossip or rumour.
- Be punctual.
- Keep our word in respect of what we have agreed to do.
- Look out for others, their wellbeing, happiness and safety in all situations and at all times.
- Show our appreciation for what others do, saying thank you at every opportunity.
- Set an example by our own conduct, especially when we are in a position of leadership or have dealings with younger ones.
- Observe all the small everyday courtesies that make life pleasanter e.g. saying good morning, holding doors.
- Apologise graciously when need be and not bear any grudges.

Working in School Council meetings over the 2016-2017 academic year, Year 7 – 13 students and staff collaborated and drew up a code of conduct entitled "Our School's Aims and Pledges". This was reviewed in 2018-2019 and a poster made for each classroom. An additional Code of Conduct was drawn up by a joint Sixth Form Committee in 2019-2020 when King's and Warwick School moved to the shared Sixth Form Centre. (Appendix A)

A separate Staff Code of Conduct Policy details the expected behaviour of all members of staff.

Our school aims and pledges

Aims

To foster a love of learning, intellectual curiosity, independence of thought and effective learning habits.

We will:
- Approach all lessons with open minds
- Take every opportunity to learn and go beyond the boundaries of the curriculum
- Be brave, take risks and be resilient in our learning
- Make the most of both independent and collaborative learning

To provide a safe, stimulating and supportive school environment, where each student can feel inspired, challenged and valued.

We will:
- Support all year groups by being friendly and inclusive
- Take advantage of all the facilities and look after them
- Be more motivated and willing to fill leadership roles

To foster a vibrant school community, built on trust and respect and instil a sense of social responsibility.

We will:
- Get involved in fundraising events and other volunteering opportunities
- Be inclusive and supportive of all people in the school community
- Encourage the inclusion of the local community

To develop resilience and confidence and to inculcate integrity

We will:
- Be ourselves
- Always be honest
- Take risks and challenges
- Not to be afraid of failure
- Have confidence to speak up

To provide a rich and stimulating school experience, where our students can explore and develop their interests, gifts and talents and discover new ones.

We will:
- Take every opportunity offered
- Do things outside of our comfort zone
- Seek additional support when needed
- Volunteer to help in and out of school
- Put forward our ideas and get involved

Unacceptable behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment or assault
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Prejudice-based or discriminatory behaviour (which extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity)
- Possession of any prohibited items. These are:
    - knives or weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - fireworks
    - pornographic images
    - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

- Possession of other items banned by the school rules such as vaping materials. These can be searched for under the Screening, Searching and Confiscation Policy
- Misuse of mobile technologies

Bullying

Bullying behaviour is *negative* behaviour that is *intended* to make someone feel:
- *hurt*
- *upset*
- *uncomfortable or*
- *unsafe.*

Defining bullying

In all types of bullying, the intention is to make the target unhappy and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of peer-on-peer abuse and may result in safeguarding concerns.

Bullying involves an imbalance of power which means perpetrators have control over the relationship which can make it difficult for the target of the bullying to defend themself. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

Bullying is different in nature and severity from the ordinary give-and-take of relationships. Students will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. It is important for students to discuss how they feel with adults who can help them develop resilience to manage their relationships. Students are encouraged to talk to pastoral staff about small disagreements so early intervention and support can be offered.

One-off incidents of unkind or hurtful behaviour may have a significant impact on the target and could be serious enough to be a criminal offence. Such peer-on-peer abuse is dealt with seriously under the Behaviour Policy.

There are many ways of classifying bullying and at King's we use the Diana Award three-way classification:

Category of bullying	Examples
Physical	Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals)
Verbal	Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language,
Indirect – a less obvious form that is not always seen or heard first-hand by the target	Spreading rumours or lying, excluding, hiding, stealing or damaging someone else's property.
Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying.	Offensive texts, uploading pictures that could harm a person's reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours. Upskirting, (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence.

The rapid development of, and widespread access to, technology has provided a new medium for 'indirect' bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment**: the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.

- **Flaming**: when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation**: when a person hacks into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material. The making up of fake profiles on social network sites, apps and online are common place and it can be challenging to get them closed down.
- **Outing and Trickery**: someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

More information on cyberbullying including tips on dealing with it can be found at:
https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search through a young person's mobile phone.

Motivation for bullying

Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target's actual or perceived identity. Prejudice extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity. Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition	Examples
Racist bullying	Bullying that is based on udice or negative attitudes, beliefs ews about race, ethnicity, religion or ure	A student who receives lots of comments about their accent, clothes, the food they eat and their skin colour. A student who has to listen to several racist jokes.
Sexist bullying	Bullying based on sexist udes that when expressed demean, idate or harm another person ause of their sex or gender. These udes are commonly based around assumption that women are rdinate to men or are inferior.	A student who is regularly subjected to derogatory comments about women on the bus.
Sexual bullying	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation,	A student who is being rated online about their sexual performance. A student has their bra strap pinged as they enter the playground each day after lunch.

	or using sexual language that is designed to subordinate, humiliate or intimidate.	
Homophobic or biphobic bullying (sexual orientation)	Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.	A student repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair

A student who reports that since they came out as a lesbian, others in their class keep moving away from and giggling every time they're in the changing rooms

Ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and students |
| **Transphobic bullying (gender identity)** | Bullying based on prejudice or negative attitudes, views or beliefs about trans people | A student being teased and called trans because they wear 'boys' clothes'

Students laughing and repeatedly telling another student 'that can't happen – your dad's a freak' when they are told that dad is now their mum |
| **SEND bullying** | Bullying linked to special educational needs or disabilities such as autism | A student who is taunted because they limp when they walk due to a spinal condition
A student who is excluded from social groups because their classmates think they make odd comments. |
| **Bullying about physical appearance or health conditions** | Bullying linked to appearance or health conditions | A student with acne reports that a photo their photo has been uploaded next to a photo of a leopard and derogatory comments are being made in class and online.

A student is called 'fatty', and 'piggy' and told they need to lose weight if they want a relationship. |
| **Bullying related to home or other personal circumstances** | Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socio-economic status | A young carer is constantly teased about having to 'babysit' their mother rather than go out

Ongoing comments to an adopted child about being rejected and not having real parents. |

Details of our school's approach to preventing and addressing bullying are set out in the Antibullying Policy.

Roles and responsibilities

It is the expectation that all students and staff within the school community will behave in accordance with this policy and the other related policies.

Governors
Governors will review this Behaviour Policy in conjunction with the Head Master and monitor the policy's effectiveness, holding the Head Master to account for its implementation.

Head and Foundation Principal
The Head is responsible for reviewing and approving this behaviour policy in consultation with the Principal.

The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff
Staff are responsible for:

- Implementing the Behaviour Policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular students

- Reporting and recording behaviour incidents

The Senior Management Team will support staff in responding to behaviour incidents.

Teachers (and all staff who have responsibility for students) have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits and within the agreed policy.

Students
The expected code of behaviour is raised both formally (e.g. during form times, assemblies, PSHEE time) and informally and students are encouraged to respect each other and speak out if there are any issues. Student support systems are in place, where every student knows who they can go to for support.

Parents
We need and greatly value the support of our parents in upholding our Behaviour Policy. We particularly appreciate their support in these ways:

- ensuring their child attends school regularly and punctually
- ensuring their child has packed everything needed for the following day
- ensuring they leave home each day wearing correct uniform (Years 7 – 11) or wearing appropriate school dress (Sixth Form)
- ensuring they has a regular evening and weekend routine which to enable completion of homework to the expected standard and on time and without being interrupted by TV, phone, computers etc.
- ensuring all equipment, possessions and uniform are clearly named and that valuables (eg iPods) are left at home
- monitoring use of mobile phones and computers to ensure that potentially hurtful messages and chat to and about other students in the school are not being exchanged out of school hours
- responding promptly to any message of concern from staff about their child's behaviour in school and working with us to remedy any problems
- signing the homework diary weekly (Key Stage 3)
- alerting us to any personal issues or circumstances which might lead to poor behaviour or performance in school

Rewards and sanctions

The rewards and sanctions system is clearly outlined to all parents, students and staff in order to support good behaviour. All rewards and sanctions are listed on the student's portal page and parents have immediate daily access (real-time reporting) to this information.

Rewards

Students should always be encouraged to find satisfaction in conducting themselves well for its own sake. They do, however, respond well to a variety of rewards which are listed below:

- the personal satisfaction of knowing one has done well
- verbal praise/encouragement/feedback
- written praise/encouragement/feedback on work and in reports
- rewards entered on iSAMS portal page
- Sixth Form: award of good grades in monitoring
- prizes and awards
- public congratulations in assembly
- sent to receive congratulations privately from Head for a special achievement
- postcards home for exceptional work
- Head Master's Commendations and recorded on Roll of Honour noticeboard
- Head Master's meeting for achievement recognition

Sanctions

The school has always been proud not to have to impose a lot of sanctions. Those listed below should be used with discretion and fairness and always in the context of a clear explanation of what was wrong and what is positively required in the future.

- verbal reminder / warning
- parent made aware via a 'note home' being sent via the portal page
- sent to more senior colleague for discussion and sanction as appropriate
- move seat
- move to another class
- sent out to designated central place and seen by an SMT member
- placed on report
- school-based community service or imposition of a task e.g. chewing gum, dining room, chair duty, litter, tidying of a classroom or other community activity
- do or repeat work
- do extra work or other appropriate written task in own time
- remain after school to do work either as a one off or regular arrangement
- contact / meeting with parents
- withdrawal / removal of privilege of being taught in subject(s)
- removal of other privilege e.g. going on a trip, internet access, free time at lunchtime, free afternoon, participation in non-uniform day
- completing a reflection sheet
- letter of apology
- replacing damaged materials
- confiscation
- sent to lunch-time or after-school detention (teaching staff can put a student into lunchtime detention for subject concerns and only Heads of Key Stage/ Heads of Years and SMT can give a lunchtime or after school detention for disruptive or poor behaviour[1])
- suspension – Head Master only
- expulsion – Head Master only

Responsibility for students' off-site conduct

Subject to the Behaviour Policy, teachers may discipline students for:

1. misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or

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[1] Lunchtime detentions are 35 minutes of a 1 hr 10 minutes lunch break and so always allow reasonable time for the student to eat, drink and use the toilet

- in some other way identifiable as a student at the school.

2. misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Sanctions will only be imposed for the above only "to such an extent as is reasonable" and these sanctions can only occur on school premises or elsewhere when the student is under the lawful control of the member of staff.

The school keeps an electronic register of the rewards and sanctions on the student's portal page (and this is accessible to parents) and in additional, any records of conversation that are had with staff or parents about a student's behaviour are kept on a student's file. Where any serious sanctions are recorded, these are held with the Deputy Head (Pastoral) who has an overview of all misbehaviour in school and can identify where patterns may be and take actions to address these.

Malicious allegations

All members of the school community, students and staff are expected to behave accordingly to their code of behaviour and sanctions and disciplinary action will be taken as is reasonable and appropriate to the wrongdoing. This may involve liaising with parents and other agencies and also, for example, disciplinary action against any student who is found to have made malicious accusations against staff.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The Head Master will also consider the pastoral needs of staff accused of misconduct.

How the school encourages positive behaviour through teaching and learning

Positive behaviour and teaching and learning are inextricably linked. Effective teaching and learning can only take place in a well-ordered environment. Teachers establish clear and accepted routines. Students cannot learn and teachers cannot teach where there is disruption or lack of focus.

To unlock our students' potential, teachers:

- prepare well focussed and structured lessons so that the learning objectives are clear and relate to prior learning
- actively engage students of all ages in their learning
- develop learning skills systematically so that learning becomes increasingly independent
- use assessment for learning to reflect on what is known and set targets for the future
- have high expectations for effort and achievement
- motivate by well-paced teaching and a variety of activities matched to varying learning styles
- create an environment that promotes learning in a settled and purposeful atmosphere
- evaluate the effectiveness of teaching styles and methods

To unlock their potential, students are expected to:

- complete their homework or any preparation required in advance of the lesson
- use independent learning resources such as the library
- give their lessons their full attention
- participate actively in all activities
- work collaboratively or independently, as required by the teacher

In addition, there are a number of specific support systems in place to help students who misbehave. The Form Tutor, Head of Year and Head of Key Stage are the main academic and pastoral mentors for students. They work closely with the student, to talk through difficulties and put in place targets. For example, a report card may be used to support the student in focussing upon specific targets during the school day. The Head of Year or Key Stage will meet the student on a regular basis, for example

every break time, to reflect upon progress with the targets. Also, senior students can act as pastoral mentors where appropriate. Subject workshops, run by teachers and Sixth Form subject mentors, are also offered as additional support for students that may be struggling to meet expectations.

Student needs and support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the specific needs of a student.

Our Head of Learning Support and our Wellbeing Mentor help to evaluate a student who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We are aware that students who have experienced trauma (adverse childhood experiences) may develop "survivor behaviours" which help them through periods of extreme psychological stress. Examples of such behaviour are fighting, running away, substance abuse, shutting down, self-harm, eating disorders. The reasons behind poor behaviour are explored empathetically and we always have a desire to build positive relationships with these students and their parents. We view poor behaviour as symptomatic of a problem, so whilst sanctions may be applied, support is of paramount importance. A range of support measures are used (such as reward cards, permission to leave lesson cards, discussions about changes to routine) and the School Counsellor and Head of Learning Support provide safe spaces with sensory materials to help students regulate their behaviour.

When acute needs are identified in a student, we liaise with external agencies and plan support programmes for that child. The Head of Learning Support works with parents to create the plan and it is reviewed on a regular basis. We make a concerted effort to tailor the curriculum to the needs of each student and we make reasonable adjustments to the learning environment for those students with SEND, such as modifying lesson and cocurricular timetables.

Working with traumatised students can be overwhelming so managing personal and professional stress is vital and staff are encouraged to discuss support which is available with senior leaders.

Student transition

We recognise that transition between primary and senior school, as well as between Key Stage 3, 4 and 5, can prove difficult, as students adjust to meet new expectations. We ask teachers and Form Tutors to be particular mindful that immature behaviour may occur naturally at such times and that therefore, a degree of leniency in the application of sanctions may be appropriate: for instance, we do not send 'notes home' for our Year 7 students immediately. We also have dedicated Year 7 Form Tutors who are experienced in managing this transition year and understand the behavioural challenges that sometimes arise. In addition, students from other schools joining late, may have difficulty assimilating the culture of the school and may appear disrespectful. In such cases, staff are expected to employ tact while also making the expectations clear.

Training

Staff are provided with training on managing behaviour during-in service training days, after-school training sessions and attendance at external courses with a record of all training kept electronically by the Director of Studies.

Links between the Behaviour Policy and other school policies

The Behaviour Policy is one of a suite of policies that is in place to safeguard our students and staff.

We are required by national guidance to include the following policy reference links in our Behaviour Policy:

Links with the *Use of Force to Control or Restrain Students Policy*
It is the expectation that at King's High we will never have to employ the procedures laid out in the Use of Force to Control or Restrain Students. However, all staff members have a responsibility to ensure that good order and discipline are maintained, and the safety of students ensured, and so will, if deemed absolutely necessary, (and acting in accordance with the policy), use reasonable force. This would only ever be as a protective measure and never in a disciplinary sense. The school does not, of course, use corporal punishment, nor does the school place any student in an isolation room for disruptive behaviour.

Links with the *Antibullying Policy*
All schools are required to address antisocial behaviour *within* their school, such as bullying, gang culture, racism, and any forms of extremism, through their Behaviour Policy and Antibullying Policy. In addition, the Behaviour Policy and associated disciplinary action applies to students behaving antisocially *beyond* the school gate, whether they are under the charge of a member of staff or not.

Links with the *Searching and Confiscation Policy*
Under no circumstance should students bring into school any prohibited items and the Head Master and staff authorised by them, have a statutory power to search students or their possessions, including lockers and desks, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used
    i.   to commit an offence,
    ii. to cause personal injury to, or damage to the property of, any person (including the student)

The Head Master and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes vaping materials. (Note: Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the school to decide if and when to return a confiscated item.)

Monitoring arrangements

The Behaviour Policy is publicised and made available to all parents, students and staff annually and is on the website. Staff, students and parents are encouraged to comment on the Behaviour Policy at any time and are consulted as part of major reviews.

Appendix A: Sixth Form Code of Conduct

CODE OF CONDUCT

This Code of Conduct was devised by students in the first year groups to share this space.

It sets out the common values of the Foundation Schools, interpreted for our new joint venture.

This Code seeks to ensure that we each uphold these ideals, and find a common way of working together, so that all can aspire, achieve and enjoy, whilst seeking higher things.

Our Aims

1. The shared sixth form centre is a safe space for all, a respectful and purposeful place to work, learn, and socialise.

2. It is a professional space, which should be reflected in all our interactions.

To fulfil these Aims, we undertake the following actions:

1. We look out for others, their wellbeing, happiness, and safety

2. We listen to each other with consideration, and talk to each other politely and calmly, only speaking well of others, and treating all with kindness and compassion

3. We use technology with care: we do not use or take images of any student without permission

4. As the senior ambassadors for our schools:

    a. we will be smart and presentable

    b. we will be community minded and work together

5. We will take as good care of the physical building, its fixture and fittings, as we do of each other

Appendix B: Expectations for Students Working from Home

Remote learning

If students are not in school because they are required to isolate or in the event of a school closure, we expect them to:

- Email their HOY to say they are fit to work each day
- Attend live lessons unless there is a good reason not to
- Join these remote lessons with their microphone muted and camera off unless invited to contribute by their teacher
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Use the school IT systems appropriately and safely in line with the Acceptable Use Policy (AUP) that should be signed at the start of the academic year by students and parents. A copy of the AUP can be found on the parent portal
- Make the most of the learning opportunities on offer including actively participating as much as possible

Dealing with problems

If there are any problems with students remote learning, including if they don't engage with the remote learning set for them, we will: contact students and parents to try to resolve the issues.

Monitoring arrangements

We will review this policy regularly as guidance from the Department for Education is updated.